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BANDUNG  
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**PARALLEL SESSION 5: 11.10 – 12.00**

5 Rita Mahriza	Facebook as an Alternative to Improve Students' Writing Skill	Room A
5a Yudi Juniardi	The Effectiveness of Twitter in Teaching Writing on ESL Students	Room B
5b Arham Mauriyat	eTandem Language Learning Using the Skype Mobile Application	Room B
5a Paulina Besty Fortinasari	The Implementation of Instagram-Based Teaching to Improve Junior High School Students' Writing Ability	Room C
5b Jessica Sampurna	Indonesian Students' Readiness to Learn English on Social Networking Sites	Room C
5a Iswahyuni	Teachers Strategies in Choosing Social Media to Achieve Instructional Goal	Main Hall
5b Tryanti Abdulrahman	Edmodo as a Supplementary Tool in EFL Classroom: Perception and Reality	Main Hall

Lunch: 12.00 – 13.00

**PARALLEL SESSION 6: 13.00 – 13.50**

6 Diani Nurhajati and Widiarini	Utilizing Technology to Provide English Supplementary Materials	Room A
6a Furry Agustini, Muhammad Romario Basirung and Sukardi Weda	Online Interactive Video Program in EFL Classroom	Room B
6b Untari Gunta Pertiwi	Learners' Response on ICT Assistance in Critical Reading Class	Room B
6a Merry Rullyanti	Verb Phrases Mistakes in Writing Composition through E-mail Activity	Room C



Especially for using the internet, teachers can get materials by accessing world wide web (www). Driven by the potential use of technology to provide English supplementary materials, this paper aimed at proposing how to provide English supplementary materials using [www \(www.youtube.com\)](http://www.youtube.com). To begin with, this paper talks about the concept of using www for providing materials. The second, keeping in mind that using technology should be appropriate with teaching goals, step-by step procedures for providing supplementary materials using www are discussed.

#### ROOM B

**Furry Agustini, Muhammad Romario Basirung, & Sukardi Weda**  
**Universitas Makassar**

##### *Online Interactive Video Program in EFL Classroom*

One of the most difficult topics in English is tense. Based on authors' observation at secondary school, it seems that the students feel difficult to understand English tense. The students frequently misinterpret the tense use, either orally or written. Their motivation to learn tense is also low. Notably, the tense teaching at schools makes the students feel bored. This is because most of the teachers employ conventional way, in which he or she asks students to memorize and only focus on textbooks. This research aims to identify the appropriate concept of learning media, and to design online interactive video program. Online interactive video program is designed to meet the students' learning outcome in English learning, specifically for tense use. Online interactive video program is a concept used in EFL classroom in which the students and teacher can learn English through video interactively. In this program, the video explains the tense use with its examples in detail. This learning media acts as a professional teacher in the classroom setting because the learning topics presented via video program likes the teacher in the classroom and the video makes the tense learning easier, either in the classroom or outside the classroom.

**Untari Gunta Pertiwi**  
**Institut Teknologi Bandung**

##### *Learners' Response on ICT assistance in Critical Reading Class*

Critical Reading requires higher reader's reflective skill since the reader need not only to locate information in order to reach comprehension but also to analyze and argue on author's idea or opinion. This skill is very urgent to acquire especially in this globalization era with digital information era in which million of information is available everywhere, anytime, and for everybody due to the internet connection. This phenomena emerges a new literacy from print to digital text and this shifting gives valuable chance to foster Critical Reading. According to Leu et al (2004), the new literacies of the Internet and other ICTs allow us to use them to identify important questions, locate information, critically evaluate the usefulness of that information, synthesize information to answer those questions, and then communicate the answers to others." These skills are actually the heart of Critical reading that needs to be mastered in order to be a literate person. Thus, the purpose of this study is to foster Critical Reading to develop student's capability in literacy with ICT assistance. The study carried out under Mix method: Experimental and Qualitative. This study results in positive response from the learners. ICT in Critical Reading assists learners learn effectively.